

Brockman Elementary

2245 Montclair Dr.
Columbia, S. C. 29206

Grades	PK-5 Elementary School	
Enrollment	222 Students	
Principal	Reggie Reves	803-790-6743
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	2	0	0	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Excellent	Below Average	Yes
2004	Good	Unsatisfactory	Yes
2005	Excellent	Average	Yes

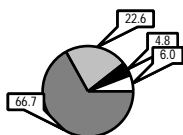
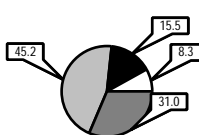
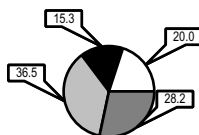
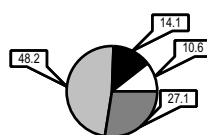
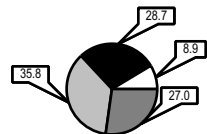
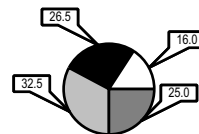
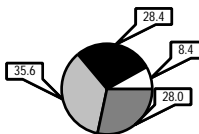
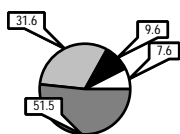
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	85	100.0	5.9	23.5	65.9	4.7	74.1	Yes	Yes
Gender									
Male	39	100.0	5.1	30.8	56.4	7.7	64.1		
Female	46	100.0	6.5	17.4	73.9	2.2	82.6		
Racial/Ethnic Group									
White	58	100.0	1.7	17.2	75.9	5.2	82.8	Yes	Yes
African American	22	100.0	18.2	31.8	45.5	4.5	59.1	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	69	100.0	2.9	15.9	75.4	5.8	85.5		
Disabled	16	100.0	18.8	56.3	25.0	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	85	100.0	5.9	23.5	65.9	4.7	74.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	85	100.0	5.9	23.5	65.9	4.7	74.1		
Socio-Economic Status									
Subsidized meals	17	100.0	17.6	47.1	29.4	5.9	41.2	I/S	I/S
Full-pay meals	68	100.0	2.9	17.6	75.0	4.4	82.4		

Mathematics – State Performance Objective = 36.7%									
All Students	85	100.0	8.2	45.9	30.6	15.3	63.5	Yes	Yes
Gender									
Male	39	100.0	7.7	41.0	33.3	17.9	61.5		
Female	46	100.0	8.7	50.0	28.3	13.0	65.2		
Racial/Ethnic Group									
White	58	100.0	3.4	39.7	36.2	20.7	77.6	Yes	Yes
African American	22	100.0	18.2	59.1	18.2	4.5	36.4	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	69	100.0	7.2	42.0	33.3	17.4	68.1		
Disabled	16	100.0	12.5	62.5	18.8	6.3	43.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	85	100.0	8.2	45.9	30.6	15.3	63.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	85	100.0	8.2	45.9	30.6	15.3	63.5		
Socio-Economic Status									
Subsidized meals	17	100.0	35.3	47.1	5.9	11.8	23.5	I/S	I/S
Full-pay meals	68	100.0	1.5	45.6	36.8	16.2	73.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	85	100.0	20.0	36.5	28.2	15.3	43.5
Gender							
Male	39	100.0	15.4	30.8	38.5	15.4	53.8
Female	46	100.0	23.9	41.3	19.6	15.2	34.8
Racial/Ethnic Group							
White	58	100.0	8.6	36.2	34.5	20.7	55.2
African American	22	100.0	50.0	31.8	13.6	4.5	18.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	69	100.0	14.5	36.2	33.3	15.9	49.3
Disabled	16	100.0	43.8	37.5	6.3	12.5	18.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	85	100.0	20.0	36.5	28.2	15.3	43.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	85	100.0	20.0	36.5	28.2	15.3	43.5
Socio-Economic Status							
Subsidized meals	17	100.0	52.9	29.4	17.6	0.0	17.6
Full-pay meals	68	100.0	11.8	38.2	30.9	19.1	50.0

Social Studies							
All Students	85	100.0	10.6	48.2	27.1	14.1	41.2
Gender							
Male	39	100.0	10.3	51.3	25.6	12.8	38.5
Female	46	100.0	10.9	45.7	28.3	15.2	43.5
Racial/Ethnic Group							
White	58	100.0	5.2	39.7	34.5	20.7	55.2
African American	22	100.0	22.7	63.6	13.6	0.0	13.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	69	100.0	4.3	52.2	27.5	15.9	43.5
Disabled	16	100.0	37.5	31.3	25.0	6.3	31.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	85	100.0	10.6	48.2	27.1	14.1	41.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	85	100.0	10.6	48.2	27.1	14.1	41.2
Socio-Economic Status							
Subsidized meals	17	100.0	29.4	52.9	5.9	11.8	17.6
Full-pay meals	68	100.0	5.9	47.1	32.4	14.7	47.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	35	100.0	8.6	20.0	57.1	14.3	71.4
	4	24	100.0	8.3	29.2	50.0	12.5	62.5
	5	23	100.0	8.7	52.2	30.4	8.7	39.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	35	100.0	5.9	20.6	67.6	5.9	73.5
	4	31	100.0	3.3	20.0	73.3	3.3	76.7
	5	19	100.0	5.0	35.0	55.0	5.0	60.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	35	100.0	22.9	42.9	34.3	N/A	34.3
	4	24	100.0	8.3	54.2	29.2	8.3	37.5
	5	23	100.0	17.4	43.5	21.7	17.4	39.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	35	100.0	5.9	58.8	29.4	5.9	35.3
	4	31	100.0	6.7	30.0	46.7	16.7	63.3
	5	19	100.0	10.0	50.0	10.0	30.0	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	35	100.0	23.5	44.1	29.4	2.9	32.4
	4	31	100.0	13.3	26.7	36.7	23.3	60.0
	5	19	100.0	20.0	40.0	15.0	25.0	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	35	100.0	11.8	47.1	32.4	8.8	41.2
	4	31	100.0	6.7	43.3	33.3	16.7	50.0
	5	19	100.0	10.0	60.0	10.0	20.0	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 222)				
First graders who attended full-day kindergarten	100.0%	Up from 98.0%	96.8%	100.0%
Retention rate	1.8%	Down from 1.9%	1.6%	3.0%
Attendance rate	96.5%	No change	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.1%	Up from 2.4%	1.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%	Up from 4.9%	1.1%	3.2%
Eligible for gifted and talented	0.0%	No change	30.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.7%	Down from 4.9%	5.8%	8.2%
Older than usual for grade	0.0%	No change	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	57.9%	Up from 52.6%	60.0%	52.6%
Continuing contract teachers	94.7%	Up from 73.7%	88.3%	83.3%
Highly qualified teachers	100.0%	No change	93.6%	93.5%
Teachers with emergency or provisional certificates	5.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	90.5%	N/A	88.8%	87.0%
Teacher attendance rate	94.8%	Up from 90.7%	95.6%	95.0%
Average teacher salary	\$38,671	Up 2.3%	\$44,158	\$41,703
Prof. development days/teacher	14.4 days	Up from 13.5 days	13.7 days	12.8 days
School				
Principal's years at school	1.0	Down from 4.0	3.3	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 17.3 to 1	20.2 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 86.1%	91.0%	89.8%
Dollars spent per pupil*	\$6,771	Down 4.9%	\$6,318	\$6,242
Percent of expenditures for teacher salaries*	73.0%	Up from 70.5%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

For the fifth year, Brockman teachers continued to educate students using the curriculum designed by Dr. Maria Montessori. Students attending Brockman are taught in three levels: Primary (3K-5K), Lower Elementary (grades 1-3), and Upper Elementary (grades 4-5). This year's fifth graders were the first to complete both Lower and Upper Elementary levels. Our school's mission follows the Montessori philosophy of educating "the whole child." Thus, our curriculum is focused on the academic, social, creative, physical, and emotional growth of each child. Our teachers have been specially trained in the Montessori Method. Additional professional development opportunities gave teachers the chance to reflect on the best practices of a Montessori education. Building for the future, teachers worked with 25 practicum students. The guidance counselor and principal also worked with practicum students this year.

Strong parent support allowed us to offer many special opportunities for our community. The Parent Education Committee started a Montessori Monday series which was well attended throughout the year. This year seven Odyssey of the Mind teams met during the school year, with three teams traveling to the World Finals in May. Each classroom worked in its own garden plot. Some gardens allowed for service opportunities via the "plant a row for the hungry" concept for Harvest Hope Food Bank. A fifth grade teacher received a grant for a special Native American garden project. In addition to the PTA and SIC, parents worked to integrate the arts into our daily and after-school curriculums through the Fine Arts Steering Committee. Elementary students had the chance to participate in African drumming, guitar, drama, and extra strings classes. Drama, creative writing, and dance opportunities were provided during the school day.

We celebrated National Montessori Education Week February 28-March 4, 2005. The celebration culminated with an open house for business and community leaders. We tried to serve as an active part of the Forest Acres community. Community leaders came to speak to students about career choices in oceanography, cinematography, politics, ophthalmology, news reporting, and the law. Student leaders maintained the recycling program. They also assisted with student arrival and dismissal, the Wee Deliver mail program, the WBES newscast, and Friendly Helper programs.

District and PTA funding allowed us to purchase Montessori materials for the classrooms and books for the media center. Students continued working on monthly research projects which allowed them to showcase their creativity. The after-school tutoring program was well attended. Teachers focused on providing uninterrupted work time for all students while parent volunteers provided numerous services to teachers in the classroom and to the office staff as well. Teachers provided evidence of proficiency in the required technology fields and were thrilled to receive the district's Enhancing Education through Technology grant for 2005-06.

Bernadette Scott, Ed.D., Principal
Patrick Philipoom, Ph.D., SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	18	19
Percent satisfied with learning environment	100.0%	94.4%	84.2%
Percent satisfied with social and physical environment	100.0%	94.4%	100.0%
Percent satisfied with school-home relations	100.0%	94.4%	94.7%

*Only students at the highest elementary school grade level at this school and their parents were included.